

M.A in EDUCATION

(DISTANCE EDUCATION PROGRAMME)

**Curriculum
With
Credit Based System (CBS)**



DIRECTORATE OF DISTANCE EDUCATION

Alagappa University

**(A State University Accredited with A⁺ Grade among the Universities by
NAAC (CGPA:3.64) in The Third Cycle)**

Karaikudi- 630 003

Degree of Master of Arts (M.A.,) in Education
Credit Based System (CBS)
(With effective from June 2018 – 2019 onwards)

a. Programme's Mission & Objectives:

In our country, we have a large number of teachers and needs many more. All process of teacher recruitment, training, motivation, incentives, retention and feedback therefore have to be planned on a scale. Further the ultimate goal of teacher development should be to ensure that optimal learning takes place in the classroom. With this Nobel objective we have launched Master of Arts in Education programme through Distance Mode.

The objectives of the programme include;

- ❖ To provide the individual and social needs through education.
- ❖ To discuss philosophical, psychological and sociological prospects, perspectives and principles of education.
- ❖ To develop and evaluate curriculum design and development process in accordance with recent developments in education at all levels.
- ❖ To develop and implement educational technological as curriculum transaction process in education
- ❖ To resolve the problems in educational management and administration
- ❖ To analyze the contemporary and quality issues in Education
- ❖ To explain the possibilities to anyone quality in education at all levels.
- ❖ To understand the significant role of Guidance and counselling in Education
- ❖ To apply various research thoughts in education through systematic and scientific inquiries.
- ❖ To identify best practices by comparing educational practices across the globe.
- ❖ To understand the significant role of value education in the present scenario.
- ❖ To evolve assistive practices for teacher education and special education.

b. Relevance of the Programme with Alagappa University's Mission and Goals:

In order to align with the mission and goals of Alagappa University the M. A., Education Programme is planned to deliver in Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non-elastic timings of formal conventional class room education. Such a higher education in arts subject with appropriate theoretical experiences will enrich the human resources for the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence (ESTEEM).

c. Nature of Prospective Target Group of Learners:

This Master of arts in education programme through Distance Learning mode is developed, keeping in mind to give opportunity to economically and socially excluded people includes graduates of various socio-economic status viz., unemployed youths, employed with marginalized salary due to lack of sufficient knowledge in the subject of education. Also, the target group of learners includes various level employees of agro-based companies, secondary-level school teachers, research aspirants, women taking care of family –the important unit of the community, etc.,

d. Appropriateness of programme to be conducted in Distance Learning mode to acquire specific skills and competence:

M.A., Education programme through Distance Learning mode is developed in order to give subject-specific skills including i) knowledge about philosophy& sociological bases of education, ii) essentials of educational psychology , curriculum design, contemporary issues in education, iii) inter-disciplinary knowledge like guidance and counselling, methods of educational inquiry, iv) modern concepts like value education, inclusive education teacher education, v) application part of education., preparation of tools development, to give detailed exposure theoretically and free-hands experience on practical parts of the study in order to impart skills of education to the learners.

e. Instructional Design:**e. 1. Curriculum Design:**

Sl. No.	Course Code	Title of the Course	CIA Max	ESE Max	TOT Max	C
FIRST YEAR						
I semester						
1	34811	Philosophical & Sociological Bases of Education	25	75	100	4
2	34812	Essentials of Educational Psychology	25	75	100	4
3	34813	Curriculum Design Process	25	75	100	4
4	34814	Innovation in Education	25	75	100	4
Total			100	300	400	16
II semester						
5	34821	Perspectives of Educational Technology	25	75	100	4
6	34822	Contemporary Issues in Education	25	75	100	4
7	34823	Educational Research Methodology and Statistics in Education	25	75	100	4
8	34824	Principles of Educational Management	25	75	100	4
Total			100	300	400	16
SECOND YEAR						
III semester						
9	34831	Guidance and Counselling	25	75	100	4
10	34832	Quality Issues in Education	25	75	100	4
11	34833	Value Education	25	75	100	4
12	34834	Comparative Education	25	75	100	4
Total			100	300	400	16
IV semester						
13	34841	Special Education	25	75	100	4
14	34842	Teacher Education	25	75	100	4
15	34843	ICT in Education	25	75	100	4
16	34844	Project Work / Dissertation	25	75	100	4
Total			100	300	400	16
Gran total			400	1200	1600	64

Course Code Legend:

3	4	8	Y	Z
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348-M.A. Education Programme

Y-Semester Number, Z- Course Number in the Semester CIA: Continuous Internal Assessment,
ESE: End Semester Examination, TOT: Total, C:Credit Points, MAX :Maximum

No. of Credits per Course (Theory) - 4

Total No. of Credits per Semester- 16

Total No. of Credits the Programme- $16 \times 4 = 64$

e. 2. Detailed Syllabi:

FIRST SEMESTER

Course Code	Title of the Course
34811	PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

OBJECTIVES OF THE PAPER

- To explain the individual and social needs for education.
- To discuss the etymological meaning of the “education”.
- To define the concepts of schooling, learning, training, teaching and instruction.
- To state and explain various concepts of education and
- To identify the aims of education in a democratic set-up.

Possible Outcomes of the course:

- The course will give a clear ideas about philosophical and sociological bases of education .
- The Study of philosophical and sociological bases of education gives various concepts of education.
- The course will make the learners knowing about socialization, National integration, values enshrined in our constitution

BLOCK I: EDUCATION AND EDUCATIONAL PHILOSOPY

UNIT I Philosophical Perspectives of Education

Education - Meaning, scope and objectives-philosophy-meaning and scope-philosophy of education-meaning and scope-relationship between education and philosophy - major systems of philosophy of education - idealism, naturalism, pragmatism, and democracy and their views on education.

UNIT II Education and Indian Philosophers

Major schools of Indian philosophy-Hinduism, Buddhism and Jainism-Educational doctrines of great thinkers of India-Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi and Sri Aurobindo-relevance of Indian Values to modern education and administration of education.

UNIT III Education and Western Philosophers

Great thinkers of the West-Plato, Rousseau, Frobel, Montessori, Macaulay’s Minutes, Bentinck’s Resolutions, Adim’s Report, John Dewey-Relevance of western values to modern education and administration of education

UNIT IV Education and Philosophy

Relationship between Education and Philosophy: Meaning of Philosophy, meaning of

Education. -Different branches of philosophy viz. Metaphysics, Epistemology, Axiology. Radical Thoughts in education: De-schooling - Ivan Illich, Consciencetisation - Paulo Friere.

BLOCK II: PHILOSOPHY OF EDUCATION AND SOCIOLOGY PERSPECTIVES

UNIT V Education and Philosophical Schools

Marxism - Evaluations of the Traditional Marxist Perspective on Education-Existentialism - development - an existential approach to education –Humanism – meaning- concept- and their impact on Education.

UNIT VI Vedic Education and Philosophy

Indian schools of Philosophy and their educational implications. -Vedant, Sankhya, Yog, Nayaya, Vaisheshik, Mimansa, -Buddhism, -Jainism.- The thematic contents of Upanishads and Bhagwat Gita and their educational implications.

UNIT VII Other Religious philosophy in Education

Philosophy of Islam and its educational implications.- Philosophy of Christianity and its educational implications.- National values enshrined in the India constitution and their educational implications.

UNIT VIII Sociological Perspectives of Education

Sociology of Education-meaning - scope-relationship between education and sociology-functions of education in society - assimilation and transmission of culture/traditions - activation of constructive and creative forces - need to study sociology of education -social institutions such as family, community, educational institution.

BLOCK III: SOCIALIZATION AND NATIONAL INTEGRATION

UNIT IX Socialization

State and property-education and culture-moral and religious education-socialization of the learner- meaning of socialization-learning social expectations and social manners-factors promoting socialization.

UNIT X Socialistic Pattern of Society

Development of new social patterns - Education for new social order and socialistic pattern of society-education as an instrument of social change-education as related to social equity and equality of educational opportunities.

UNIT XI Education and Nation Integration

Nationalism- Meaning of Nationalism- Demerits of Extreme form of Nationalism- Merits of genuine form of Nationalism- National Integration – Meaning of national Integration- problems of national integration, educational measures to ensure national integration- national integration committee.

BLOCK IV: VALUES AND SOCIAL CHANGE

UNIT XII National values enshrined in our constitution

Fundamental rights-article 14 (Rights to equality in general)- Article 15(1) (Right to

equality in Particular)- Article 15(3) (provision for women, SCs, STs, OBCs) – Article 19 (1) (Right to freedom)Article 21 (Right to life and personal liberty) – Article 45 of the Indian constitution and objectives of primary education.

UNIT XIII Social Change in India

Constraints on social change in India such as caste, class, language, religion and regionalism-education for downtrodden such as schedule caste, tribal and rural mass-education of women-problems and programmes promoting women's empowerment.

UNIT XIV Education and Social Mobility

Education and social mobility of the individual and the community-social stratification and mobility-reservation policies of the government to minimize social inequality – education for national integration and international understanding-education in tackling terrorism and maintaining global peace.

REFERENCE

1. Sharma, D.L, *Education in the Emerging Indian Society*, Surjeet Publications, Delhi, 2004.
2. Dash B.N. *Teacher and Education in the Emerging Indian Society*, Neelkamal Publications, Hyderabad, 2000.
3. Lakshmi, S. *Challenges in Education*, Sterling Publishers Pvt. Ltd., New Delhi, 1990.
4. J.C.Aggarwal, *Basic Ideas in Education*, Shipra Publications, Delhi, 2005.

Course Code	Title of the Course
34812	ESSENTIALS OF EDUCATIONAL PSYCHOLOGY

OBJECTIVES OF THE PAPER

- To explain the meaning and scope of educational psychology.
- To understand the process of human development.
- To learn the need of motivation in educational psychology.
- To state and explain the various theories in educational psychology and
- To identify the meta-cognitive process.

Possible Outcomes of the course:

- The course will give a clear picture of Methods of educational psychology , growth and development.
- The course will train the students to promote the motivation, personality, intelligence, meta cognition.
- The course will make the learners skilled in assessment of personality and Creativity .

BLOCK I: INTRODUCTION, METHODS AND GROWTH & DEVELOPMENT OF EDUCATIONAL PSYCHOLOGY

UNIT I Introduction to Psychology

Meaning- Definitions -Branches of Psychology- Goals of Psychology – Basic Psychological Process – Fields of Psychology - Schools of Psychology - Structuralism, Psychoanalysis, Behaviourism and Humanism.

UNIT II Educational Psychology

Meaning - Nature - Aims - Scope - Relation between Psychology and Education- Latest trends in Educational Psychology- Educational Psychologists and their experiments.

UNIT III Methods of Educational Psychology

- a) Introspection method
- b) Observation method
- c) Clinical method
- d) Experimental method
- e) Case Study method

Principles –Procedure - Merits and Demerits of the Methods.

UNIT IV Growth and Development

Meaning - Factors Influencing Growth and Development – difference between growth and development - Stages of Development and its characteristics-Adolescence: Problems and solutions- Role of teachers, parents, and peer group in adolescence.

BLOCK II: DEVELOPMENTAL THEORIES, PERCEPTION AND CONCEPT OF MOTIVATION

UNIT V Dimensions and Theories of Development

Physical, Social, Emotional and Mental-Theories of development - Piaget's Cognitive Development-Freud's Psycho-sexual Development-Erikson's Psycho-Social Development

UNIT VI Perception

Sensation and Perception - Law of Perception: errors in perception (Illusion and Hallucination) -Attention- Information Processing-Formation of concepts- Piaget Theory-Remembering and forgetting-Memory-Strategies to enhance memory

UNIT VII Motivation

Definition - Functions of Motivation - Classification of Motives - Concept of Motivation - Maslow theory of need hierarchy - Characteristics - McClelland's Achievement Motivation -Strategy for enhancing achievement motivation.

BLOCK III: THEORIES OF INTELLIGENCES, PERSONALITY, META-COGNITION AND LEARNING

UNIT VIII Intelligence

Meaning, Definition and Types - Theories of Intelligence: Spearman's Two Factor, Thurston Group Factor, Thorndike Multifactor, Guilford Structure of Intellect, Intelligence Quotient-Nature and Types of Intelligence Test – Uses of Intelligence test.

UNIT IX Personality

Meaning-Determinants of Personality: Type theory - Trait theory and Development Theory -Integrated Personality-Assessment of Personality-Projective, Non-Projective Techniques and Dream analysis.

UNIT X Meta-cognition

Meaning - Determinants of meta-cognition – Meta-cognition in learning - The automation of cognitive and meta-cognitive processes - principles of meta-cognitive Instructions and Regulation – Meta-cognition and attention

UNIT XI Learning

Concept, Principles and factors affecting learning - Theories of Learning: Thorndikes Connectionism, Pavlov's Classical and Skinners Operant Conditioning -Learning by Insight Theory -Transfer of Learning.

BLOCK IV: CONCEPTS OF CREATIVITY, GIFTED, MENTALLY RETARDED CHILDREN AND INDIVIDUAL DIFFERENCES

UNIT XII Creativity

- Concept of creativity
- Meaning of creative people
- Factors and process of creativity
- Strategies for fostering creativity
- Importance of creativity in education

- Measuring the creativity

UNIT XIII Gifted and Mentally Retarded Children

- Meaning and definitions
- Characteristics of gifted children
- Characteristics of Mentally retarded children
- Different types – identification
- Needs and their Problems.

UNIT XIV Individual Differences

Concept and areas, Determinants: Role of heredity and environment in developing individual differences, Implications of individual difference for organizing educational programmes.

REFERENCES

1. Agarwal, J.C. (2005). *Essentials of Educational Psychology*. Vikas Publishing House Pvt. Ltd., New Delhi.
2. Dandapani, S.(2005). *Advanced Educational Psychology*. Anmol publications Pvt., Ltd., New Delhi.
3. Kundu, CL and Tutoo, DN (1985). *Educational Psychology*, Discovery Publishers Pvt., Ltd., New Delhi.
4. Mohan (1993). *Educational Psychology*, wiley Eastern, New Delhi.
5. Mangal, S.K.(2004). *Advanced Educational Psychology*. Prentice Hall of India Pvt., Ltd., New Delhi.
6. Nagarajan, K., Selvakumar, S.D., Devaraj and Srinivasan (2003). *Educational Psychology*, Ram Pablihers, Chennai.
7. Ponda, B.N. (2005). *Advanced Educational Psychology*. Discovery Publishing House, New Delhi.
8. Spirnthall, C., Richard and Sprinthall A. Norman (1990). *Educational Psychology, A Developmental Approach* Mc Grow Hill Publishing Company, New York.
9. Saravanakumar (2008). *Metacognitive perspectives* New Century Book. House Pvt., Ltd., Chennai.
10. Saravanakumar (2008). *Attention: An overview*, ArivuPathippagam, Chennai.

Course Code	Title of the Course
34813	CURRICULUM DESIGN PROCESS

OBJECTIVES OF THE PAPER

- To explain the meaning of curriculum.
- To understand the various aspects of education.
- To acquire the knowledge about curriculum construction.
- To realize the curriculum implementation and
- To identify the resources for curriculum transaction.

Possible Outcomes of the course:

- The course will give a clear picture of curriculum design, planning and implementation
- The course will train the students to curriculum transaction, issues and trends of curriculum implementation, steps and process of curriculum development.
- The course will make the learners skilled in to frame the educational curriculum

BLOCK I: CURRICULUM, PRINCIPLES, INFLUENCES, PLANNING AND IMPLEMENTATION OF CURRICULUM DEVELOPMENT

UNIT I Curriculum

Meaning - philosophical, sociological, and psychological bases of curriculum - principles of curriculum designing - curriculum as an instrument of national development

UNIT II Factors influencing curriculum construction

Factors influencing curriculum construction such as national political, economic, cultural, social and intellectual aspects – systems approach to curriculum construction – curriculum as an output in the system

UNIT III Curriculum planning

Development of programmes- curriculum planning framework – Structure for curriculum framing- Curriculum Implementation - syllabi and textbooks, characteristics of a good curriculum and a good textbook – overcoming present drawbacks in curriculum construction

UNIT IV Curriculum implementation

Curriculum as an input in the system – curriculum transaction strategies at higher education level – traditional and non-traditional strategies – group and individual methods of instruction – lecture, demonstrations, seminars, symposia, workshops, brainstorming, case analysis and team teaching – components effective curriculum transaction.

BLOCK II: RESOURCE AND ISSUES, CURRICULUM DEVELOPMENT AND DESIGN

UNIT V Resources for curriculum transaction

Instructional materials, library and electronic devices, audio-visual devices, the chalkboard, overhead projector, liquid crystal display projector, laboratory and field experience – using internet and computers for effective curriculum transaction.

UNIT VI Issue and trends of curriculum implementation

Effective Planning of Curriculum- Reflection of National and Universal Culture in the Curriculum- Empowerment and Continuous Professional Development of Teachers- Staff development of Curriculists - Effective Implementation of the Curriculum design- Monitoring and Evaluation of Curriculum Implementation.

UNIT VII Curriculum Development

Suggestions and Recommendations of curriculum Development
University Education Commission (1948),
Secondary Education Commission (1952),
Education Commission (1966)

UNIT VIII Curriculum Design

Curriculum Design & Development- Goals & Objectives- Outcomes & Competencies - Curriculum Map or Matrix- Benchmarking- Concept and Criteria of Curriculum Development: Scope, Sequence, Relevance etc.,

BLOCK III: TYPES, PROCESS AND CURRICULUM TRANSACTION

UNIT IX Components of Curriculum Design

Types of Curriculum Design –
Subject-Centred,
Activity-cum-Experience Centered-
merits and demerits.

UNIT X Steps and Process in Curriculum Development

Undifferentiated and Differentiated
Core Curriculum
Curriculum Development: Steps and Process

UNIT XI Curriculum Transaction

Instructional Materials and
Curriculum Transaction-
Text book and Allied Instructional Materials-
Preparation and Evaluation of Text Book

BLOCK IV: ANALYSIS, EVALUATION AND DIFFERENT ASPECTS OF CURRICULUM DESIGN

UNIT XII Analysis of Curricular Content

Designing units,
Suitable Presentation Modes
Teacher as Curriculum Practitioner

Instructional Planning for Effective Teaching

UNIT XIII Curriculum Evaluation

Meaning of evaluation – objectives and methods of evaluation-measurement and evaluation in education-formative and summative evaluation tools of evaluation such as achievement test.

UNIT XIV Different Aspects of Curriculum Design

Psychological scales such as attitude scales, interest inventories, personality test-curriculum revision-need and principles to be adopted – curriculum designing and redesigning as continuous process.

REFERENCES

1. Jenkins David and Shipman D. Martin, *Curriculum-Introduction*, Open Books Publication Ltd. 1976.
2. Joyce S. Choate, Lamoine J. Miller et al., *Assessing and Programming Basic Curriculum Skills*, Allyn and Bacon Inc. 1986.
3. Kaba, R.M. and Rishi Ram Singh, *Curriculum Construction and youth Development*, sterling publishers, New Delhi, 1987.
4. Mc Neil, J.D. *Curriculum: A comprehensive Evaluation*, Little Brown and Co. 1985.
5. NCTE, *National Curriculum for Primary and Secondary Education. A framework*, New Delhi, 1986.
6. Srivtsava, A.P. *Teaching and Learning in 21st century*, Indian Books Centre New Delhi, 1987.

Course Code	Title of the Course
34814	INNOVATION IN EDUCATION

OBJECTIVES OF THE PAPER

- To explain the meaning of innovation.
- To understand the various types of innovative setting.
- To acquire the knowledge about today trends.
- To realize the importance of educational technology and
- To spot the format of community improvement.

Possible Outcomes of the course:

- The course will give a detailed account on innovation in education.
- The course will trains the students innovation from educational experiments and educational technology.
- The course will give a scientific approach of research activities like distance education, language laboratory and social network.

BLOCK I: INNOVATION, CULTURE AND GROWTH, EDUCATIONAL EXPERIMENTS AND FACTORS

UNIT I Innovation

Meaning and principles

Barriers to change

Suggestions for the promotion of innovativeness in students

Instructional media.

UNIT II Emergence of School

Culture setting

Culture and the school

Characteristics of culture

Education and culture

Social demand for education

Leadership

Role of the teacher

UNIT III Innovations from Educational Experiments

Educational experiments of Rabindranath Tagore- Froebel's kindergarten – Basic Education and Gandhiji – Bertrand Russell – Principles underlying self-learning devices – Child development theory.

UNIT IV Factors on Innovations

Growth of culture – growth of civilization – factors responsible for the resistance to the growth of culture – social effects of innovations – inventions – principle of equality – innovation and educational goals.

BLOCK II: NATIONAL TRENDS AND EDUCATION TECHNOLOGY

UNIT V National Trends in Educational Innovations

Science education in developed and underdeveloped countries – role of science and culture in the future – role of education – need for improvement in science education – UNESCO – modification of educational systems.

UNIT VI Educational Technology

Meaning – media and learning – characteristics of teaching devices- basic principles – types of machines – teaching machines and teachers – courseware development – uses of CAI system.

UNIT VII Programmed Instruction

Meaning – principles – types – merits and demerits – preparing the learning materials for programmed instruction – role of computer in instruction – teaching machines.

UNIT VIII Modernization

Meaning – innovations and educational goals – education and modernization – concept of modernization – difference between modernization and modernity – technological change, industrialization and modernization – characters – role of education in modernization.

BLOCK III: FREEDOM, ALTERNATIVE SCHOOLS AND DISTANCE EDUCATION

UNIT IX Freedom for Innovation

Institutional Autonomy – needs – privileges – effects – advantages – disadvantages – individual autonomy- teacher's autonomy – autonomy for students – freedom in learning situations- autonomy in institutional structure

UNIT X Alternative Schools

Dalton plan – Winnetka plan – Howard plan – Platoon plan – educational alternatives in public schools- de-schooling society – concept of de-schooling – arguments advanced for de-schooling society – Ivan Illich – important ideas – learning resources – criticism – non classroom learning.

UNIT XI Distance Education

Introduction

Meaning and definition

Need of distance education

Different formats and innovative elements

Correspondence courses

Open University

BLOCK IV: SYSTEM APPROACH, LANGUAGE LABORATORY AND NETWORK

UNIT XII System Approach

Meaning – system and system approach – phases – application – developing instructional model – assessment phase – defining the problem of instruction – learning characteristics – assessing the situational variables – selection and designing – selection of instructional method – media and aids – advantages.

UNIT XIII Language Laboratory

Needs – equipments and set-ups in a language laboratory – method of providing training – laboratory operation procedure – special features – advantages – audio cards – limitations – CCTV – advantages – video cassette and compact disc – tele lecture – tele conferencing – types

UNIT XIV Network

Aims of forming networks – LAN and WAN – host and terminal – functioning of network uses of network – educational technology for exceptional children- cybernetics – classroom instruction and communication – instructional medium and instructional aid – types – methods.

REFERENCES

1. Venkataiah S, Education in Information Age, Daya, New Delhi, 2001.
2. Venkataiah S, Education via Internet, Daya, New Delhi, 2001.
3. Agarwal, Rashmi, Educational Technology and conceptual Understanding, Daya, New Delhi, 2000.
4. Mukhopadhyay, M (ed) (1990) : Educational Technology challenging issues, New Delhi, Sterling.
5. Monhanty, J (1984) Educational Broadcasting: Radio and T.V. in Education, Delhi, Sterling.

SECOND SEMESTER

Course Code	Title of the Course
34821	PERSPECTIVES OF EDUCATIONAL TECHNOLOGY

OBJECTIVES OF THE PAPER

- To explicate the meaning and scope of educational technology.
- To understand the various types of communication.
- To attain the knowledge about various media in educational technology.
- To realize the importance of distance education concept and
- To acquire the idea of information and communication technology in education.

Possible Outcomes of the course:

- The course will give a clear picture of perspectives of educational technology.
- The course will train the students to learn various types of media.
- The course will make the learners to develop the communication skills and classroom management.

BLOCK I: EDUCATIONAL TECHNOLOGY AND COMMUNICATION

UNIT I Educational Technology

Meaning and scope, Technology in Education – Technology in Education – Phases – Foundations of Educational Technology: Psychology, Sociology, Human Engineering, communications and management – system approach as applied to Educational Technology.

UNIT II Communication

Definition, meaning and components of communication –Types of Communication: Interpersonal, Intrapersonal, Small Group, Large Group and Mass Communication Barriers to Communication

UNIT III Overcoming Barriers

Methods and media of Communication
Principles of effective class room communication
Verbal and Non-verbal communication.

UNIT IV Communication Process and instructional system

Concept of Communication Process
Classroom Communication: verbal and non-verbal communication
Factors affecting classroom communication

BLOCK II: CLASS ROOM INTERACTION AND INNOVATION LEARNING OF DISTANCE EDUCATION

UNIT V Classroom Interaction

Observation Schedules of Classroom Interaction, Flanders's Interaction Analysis Categories System (FIACS), Equivalent Talk Categories (ETC), Reciprocal Category System

(RCS) - Designing instructional strategies.

UNIT VI Hardware and Software

Hardware and Software in Educational Technology,
High and low technology – CCTV-video tape recorders-radio, projectors
Merits and demerits.

UNIT VII Innovation in learning

Motion pictures – films – T.V.
Micro computers – types, characteristics,
Advantages and disadvantages
E-learning – Internet web based learning.

UNIT VIII Distance Education

Concept – Objectives of Distance Education – strategies and counseling methods different contemporary system viz correspondence open and distance education:

BLOCK III: STUDENTS SUPPORT SERVICE AND TEACHING MODELS

UNIT IX Student Support Services

Distance learning: Resources for Distance Learning: print, Self Instructional Modules (SIM), Radio, Television Educational satellite SITE.

UNIT X Teaching

Difference between teaching and instruction - Teaching at different levels: memory, understanding and reflective - Modification of teaching behavior: microteaching and simulation.

UNIT XI Models of Teaching

Concept of Models of Teaching- Essential elements of four families of teaching Models

BLOCK IV: INNOVATIVE MODELS AND INFORMATION COMMUNICATION TECHNOLOGY AND E-LEARNING

UNIT XII Innovative Models

The Social Interaction (Role Play), The Information-Processing model (Inquiry training), The Personal Models (Non-directive teaching).

UNIT XIII Information and Communication Technology

Meaning – Definition – Stages of Development – ICT Paradigms and practices – Utilization of Various E-Resources in Education

UNIT XIV E-Learning

E-content- E-Book-E Journal-Advantages and Limitations – Multimedia-Applications of Multimedia-Interactive Multimedia –Advantages of learning through Interactive Multimedia.

REFERENCES

1. Elecusing, K.H. (1975) : Towards a critical appraisal of Educational Technology: Theory and practice, Strasbourg, steering group of Educational Technology.
2. Traavers, R.M. (1973) Educational Technology and related Research viewed as a political force, Chicago: Rand McNally.
3. Freed, P and Hency, E., (1984):” A hand book of Educational Technology” London Kogan page.
4. Encyclopaedia of Educational Technology.
5. Mukhopadhyay, Mm. (ed) (1988): Year Book of Educational Technology, New Delhi, Sterling.
6. Mukhopadhyay, M (ed) (1990): Educational Technology challenging issues, new Delhi, Sterling.
7. Abnove, R.F. (1976): Educational Television: A policy critique and guide for developing countries, New York, Praeger.
8. Academy for Educational Development (1971): Hand book of Educational Technology, Washington Dc.

Course Code	Title of the Course
34822	CONTEMPORARY ISSUES IN EDUCATION

OBJECTIVES OF THE PAPER

- To explain the perception of multiplicity of courses in education.
- To understand the growth dimensions.
- To acquire the knowledge about autonomy and accountability.
- To realize the importance of quality management and
- To recognize the difference between open and closed systems approach.

Possible Outcomes of the course:

- The course will give a clear picture on multiplicity of courses in education, growth and dimensions.
- The course will train the students to promote the quality, challenges and strategies in education.
- The course will make the learners skilled in various functioning bodies, and different levels of education.

BLOCK I: SPECIALIZATION COURSES, GROWTH DIMENSIONS AND ITS RESOURCES

UNIT I Multiplicity of Courses

Tradition and off-shoot specialization courses – Distance and e-learning courses, full-time, part-time and own-time courses, Interdisciplinary, hybrid and interface courses: Issues and significance.

UNIT II Growth Dimensions

Growth in institutions at all levels – Growth in student strength – Heterogeneity of student population – Quantity vs Quality issues.

UNIT III Autonomy and Accountability

Issues relating to autonomy, accountability and accreditation of individual, departmental and institutional levels – Impact on stake-holders and the societal system – Autonomy as an instrument of transformational leadership – Leadership in education management - Change Management: Issues – Innovators – Adopters – Legends.

UNIT IV Resources and Facilities

Govt. Funding: Size, trend and need for higher support – Private capital in educational investment – Community resources: Financial, intellectual, infrastructural and motivational resources: Harnessing and commitment thereof.

BLOCK II: QUALITY MANAGEMENT, MASS-MEDIA AND CONTINUING EDUCATION

UNIT V Quality Management

Need for excellence in standard of education – Matching global standards: Challenges and strategies – Top-down and bottom-up approaches – SWOT analysis of every constituent – ISO standards.

UNIT VI Relations Management and Systems Orientation

Internal and external relations – Campus tranquility management – Stakeholders participation in management – Extracurricular activities for institution and social bonding extension services and outreach programmes for societal development initiatives. Education as an integral part of every individual, family and society – Concepts of management.

UNIT VII Mass-Media

Communication process, programming. - The programmes conducted by UGC - EDU SAT, internet and telematic. - Implications of information technology to the Educational System. - Advances in information and Telecommunication technologies.

UNIT VIII Continuing Education

Vocational Education, Open Learning System. - Education of the differently abled children. - Life long Education.

BLOCK III: COMMUNITY EDUCATION AND NATIONAL POLICIES

UNIT IX Education of Minority Community

Education of Minority Community with reference to their aims and objectives, method and problems - Educational finances for Quality improvements- MHRD, UGC, NIEPA, NAAC, NCTE, RCI, AICTE, and NCERT.

UNIT X Community Education

Population Education, Family of life and sex education. - Value oriented education, work experience & SUPW, Environmental education. - Education of Women.

UNIT XI National policies of Education

National policies of Education- Their implications - Higher education- General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA. - Types of universities and equivalent Institutes of Higher learning.

BLOCK IV: VOCATIONAL EDUCATION, FUNCTIONS OF DIFFERENT BODIES AND LEVELS OF EDUCATION

UNIT XII General and Vocational Education

Aims and objectives of general and vocational education. Role of NCERT, SCERT, NIEPA, CBSE. - Co-education, Examination- Reforms- Inspection- Supervision.

UNIT XIII Functioning bodies

Functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme. - Programmes for dropouts - National policies of Education- Their implications.

UNIT XIV Different Levels of Education

Elementary Education- Preprimary, Primary level – Aims and objectives -Girls Education- problems at various levels in schools.

REFERENCES

1. Hanna DE and Associates, *Higher Education in the era of Digital Competition – Choices and challenges*, Modison, WI, Atwood Publishing, 2000.
2. Catherine M and David M, *Educational Issues in the Learning Age*, London.
3. Ann FL and Associates, *Leading Academic Change: Essential Roles for Departmental Chairs*, San Fransisco, Jossey-Bass Publishers, 2000.

Course Code	Title of the Course
34823	EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION

BLOCK I: EDUCATIONAL RESEARCH, VARIABLES, HYPOTHESES AND SAMPLING TECHNIQUES

UNIT I Introduction to Educational Research

Areas of Educational Research - Problems related to Teaching and Learning Process, Research Problem: Selection of Problem, Defining the Problem, Statement of the Problem, Review of related literature: Purpose of the Review, Identification of the Related Literature-Organizing the Related Literature, Validity and Reliability and Norms.

UNIT II Variables

Meaning of Variables,

Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
Delineating and operationalizing variables

UNIT III Hypotheses

Concept of Hypothesis, Sources of Hypothesis, Types of Hypothesis (Research, Directional, Non-directional, Null, Statistical and Question-form) Formulating Hypothesis, Characteristics of a good hypothesis, Hypothesis Testing and Theory, Errors in Testing of Hypothesis

UNIT IV Sampling Techniques

Concepts of Universe and Sample, Need for Sampling, Characteristics of a good sample, Techniques of Sampling (Probability and Non-probability sampling techniques), Sampling errors and how to reduce them

BLOCK II: RESEARCH TOOLS AND DIFFERENT TYPES OF RESEARCH

UNIT V Research Tools

Tools and Techniques of Data Collection: Observation, Interview, Questionnaire, Schedules, Rating Scales, Attitude Scale, Writing of Research Proposal

UNIT VI Descriptive Research

Causal – Comparative, Correlation, Case Study, Ethnography, Document Analysis, Analytical Method

UNIT VII Historical Research

Meaning, Scope of historical research, Uses of history, Steps of doing historical research (Defining the research problem and types of historical inquiry, searching for historical sources, Summarizing and evaluating historical sources.) Types of historical sources, External and internal criticism of historical sources.

UNIT VIII Experimental Research

Pre-Experimental Design, Quasi – Experimental Design and True – Experimental Designs, Factorial Design / Independent Groups and repeated measures. Nesting Design Single – subject Design Internal and External Experimental Validity Controlling extraneous and intervening variables.

BLOCK III: QUALITATIVE AND QUANTITATIVE DATA ANALYSIS

UNIT IX Data Analysis

Types of Measurement Scale, Quantitative Data Analysis, Parametric Techniques, Non-Parametric Techniques, Conditions to be satisfied for using parametric techniques, Descriptive data analysis, Inferential data analysis

UNIT X Qualitative Data Analysis

Data Reduction and Classification

Analytical Induction

Constant Comparison B

UNIT XI Analysis and Interpretation of Data

Concept of Parameter and Statistics, Levels of Confidence, Degrees of freedom, Standard Error of Mean, one-tailed and two tailed tests, t-test (independent and correlated samples), ANOVA: Assumptions, Correlations.

BLOCK IV: STATISTICAL ANALYSIS, RESEARCH REPORT AND COMPUTER IN EDUCATIONAL RESEARCH

UNIT-XII Statistical Analysis

Parametric statistics

Non-parametric statistics,

Simple statistical applications

UNIT XIII Research Reporting

Steps involved in writing a research report and characteristics of a good research report.

Formal, Style and Mechanics of Report Writing.

UNIT XIV Applications of Computer in Educational Research

Uses of computer in data analysis, Preparation of Tables. Application of MS-Office: Basics of MS-Word, MS-Excel and MS-PowerPoint; Application of these soft wares' for documentation and making reports, Use of SPSS and other statistical software.

REFERENCES

1. Best, J.W. & Kahn, J.V. *Research in Education*, (6th edition) New Delhi, Prentice Hall, 1989.
2. Buch, M. B. *A Survey of Research in Education*, Baroda, CASE, M.S. University, 1974.

3. Fox, D. J. *The Research Process in Education*, New York. Holt, Rhinehart and Winston, Inc. 1969.
4. Garrett. H.E. *Statistics in Psychology and Education*, Bombay, Vikils, Feiffer & Semen's Ltd, 1988.
5. Good, Barr &Scates *Methodology of Educational Research*, New York, Appleton Crofts, 1962.
6. Guilford, J.P. &Fruchter, B. *Fundamental Statistics in Psychology & Education*, New York, McGraw Hill, 1974.
7. Kerlinger F.N. *Foundation of Behaviour Research*, Delhi, Surjeet Publications, 1978.
8. Koul, L. *Methodology of Educational Research*, New Delhi, Vikash Publications, 1998.

Course Code	Title of the Course
34824	PRINCIPLES OF EDUCATIONAL MANAGEMENT

OBJECTIVES OF THE PAPER

- To explicate the meaning and scope of educational management.
- To understand the education planning process.
- To attain the knowledge about education leadership quality.
- To realize the principles of effective communication and
- To acquire the idea of Total Quality Management.

Possible Outcomes of the course:

- The course will give a clear picture on availability and utilization of various kinds of resources in educational management.
- The course will train the students to promote leadership quality and techniques in management.
- The course will make the learners skilled in "POSDCORB"

BLOCK I: EDUCATIONAL PLANNING MANAGEMENT AND FUNCTION OF MANAGEMENT THEORIES

UNIT-I Education Management

Meaning – Need – Importance – Characteristics – Scope – Objectives – Art or Science or Profession – Functions – Management – Operative – Education administration Vs Education management – Theory of education management – Principles of education administration.

UNIT –II Education Planning

Meaning – Rationale – Types of education plans – Approaches to education planning – Education planning process – Steps in education planning process – MBO in education – Decision-making – Types – Process.

UNIT- III Organisation

Meaning – Structures – Organisation Chart – Organisation for education administration: Central and State Government bodies – Delegation Vs Decentralization – Organizational competence – Strategic alliances.

UNIT- IV Direction

Meaning and significance – Principles of effective direction – Supervision – Education Leadership – Meaning – Scope – Importance – Styles – Qualities of successful educational leader.

BLOCK II: MOTIVATIONAL THEORIES, EDUCATIONAL ORGANIZATIONS AND HUMAN RESOURCE MANAGEMENT

UNIT-V Motivation

Meaning – Types – Motivational theories – Their impact on educational management – Motivating the employees of educational institutions.

UNIT –VI Educational Organizations

Meaning- types and characteristics of Educational Organizations, Educational Management: - development of management thought - practice with special reference - contributions of Taylor and Fayol;- principles of management

UNIT VII Aspects of Educational Management

Planning, organizing, supervising and controlling - Leadership in Educational Organizations: - meaning and nature, - nature of Leadership - Styles of Leadership and development of Leadership

UNIT VIII Human Resource management

Meaning of Human Resource management in Educational Organizations - Dynamics of Human Behaviour: - interpersonal behaviour, - behavioural norms - code of ethics of teachers - Conflict management

BLOCK III: PROFESSIONAL GROWTH AND TECHNIQUES IN MANAGEMENT, CHANGES IN EDUCATION

UNIT IX Professional Growth of Educational Personnel

Concept of professional growth, - factors facilitating professional growth, - personnel services, - evaluation of professional growth - Financial Resources - Allocation and their efficient use-Budgeting - Concept, forms & process of budgeting.

UNIT X Techniques in Management

Programme Evaluation and Review Technique (PERT) - Planning Programming Budgeting System (PPBS) - Management by Objectives (MBO) - Total Quality Management (TQM)

UNIT XI Changes in Education

Need for change- Population growth, technological & scientific development, educational growth & diffusion of knowledge - Planning for change: concept and objectives of planned change process.

BLOCK IV: APPROACHES TO CHANGE, EDUCATIONAL COMMUNICATION AND TOTAL QUALITY MANAGEMENT

UNIT XII Approaches to change

Need oriented, people oriented, and task oriented- The stages of Change Process: awareness, interest, conviction, evaluation, trial, acceptance and adoption (Rogers, Ryan and Gross.)

UNIT XIII Education Communications

Types – Barriers – Methods to overcome barriers – Principles of effective communication – Coordination - Importance of coordination in education institutions – Techniques of coordination.

UNIT XIV Educational Management Control

Meaning – Need – Control process – Techniques – Evaluation – Quality assurance – Total Quality Management (TQM) – ISO Certification for education institutions – Academic audit.

REFERENCES

1. Koontz and O'Donnel, *Essentials of Management*
2. Griffin, *Management*
3. John I Nwankwo, *Educational Administration-Theory and Practice*
4. Ananda W.P. Gurung *General Principles of Management for Educational Planner and Administrators*, Paris, UNESCO, 1984.
5. Bhagia, H.M. et.al *Educational Administration in India and Other Developing Countries*, New Delhi, Commonwealth Publication, 1990.
6. Flippo, E.B. *Personnel Management*, New York, McGraw Hill, (7th edition), 1984.
7. Fred Luthens *Organisational Behaviour*, Tokyo, McGraw Hill, International Book Co., 1996.

THIRD SEMESTER

Course Code	Title of the Course
34831	GUIDANCE AND COUNSELLING

OBJECTIVES OF THE PAPER

- To explain the perception of guidance in education.
- To understand the purpose of counselling.
- To acquire the knowledge about foundations of guidance and counselling
- To realize the importance of counsellor and
- To recognize the Egan model of counseling.

Possible Outcomes of the course:

- The course will give a clear picture on foundations of guidance and counselling.
- The course will train the students to promote the types of guidance and counselling.
- The course will make the learners skilled in various techniques of counselling.

BLOCK I: INTRODUCTION TO GUIDENCE, CONCEPT AND SCOPE AND TYPES OF GUIDENCE AND COUNSELLING

UNIT I Introduction to Guidance

Concept – Scope – Importance – Principles of Guidance - Types – Fields: Education – Career – Vocational – Professional- Profile of a competent guide.

UNIT II Meaning of Guidance

Nature and Scope of Guidance, - Need of Guidance - Principles of Guidance - Nature, Needs, Scope of each of the following

UNIT III Types of Guidance

Educational Guidance
Vocational Guidance
Social Guidance
Group Guidance

UNIT IV Counselling

Definition – Purpose – Elements – Characteristics – Forms – Counselling as applied to education.

**BLOCK II: APPROACHES IN COUNSELLING, TYPES OF TEST USES AND
GUIDANCE SERVICES**

UNIT V Approaches in Counselling

Nature and Principles of Counselling – directive, non directive, eclectic, role and functions of Counsellor, - Professional Education of the Counsellor

UNIT VI Testing Techniques

Types of tests used in Guidance - Tests of Intelligence: Aptitude, Interest, Achievement and Personality

UNIT VII Uses and limitations

Uses and limitations of testing techniques in Guidance - Non-testing techniques: observation, questionnaire, rating scale, interview anecdotal cumulative record, case study

UNIT VIII Guidance Services

Meaning of Guidance Services, Principles of Organizing Guidance Services

- Individual Information service: types of data to be collected about the individual student, Sources of information

**BLOCK III: INFORMATION SERVICES, THEORIES OF COUNSELLING AND
FOUNDATION OF GUIDANCE**

UNIT IX Occupational Information Service

Types of information materials, sources, methods of classifying and disseminating occupational information- Placement Service: Educational Placement, Vocational Placement- Evaluation of Guidance Programme, Follow-up Service

UNIT X Theories of Counselling

i) Directive, ii) Non-directive, iii) Psycho-analytical and iv) Behavioural

UNIT XI Foundations of Guidance and Counselling

Philosophical: Dignity of the human being – Sociological: Influence of social system – Psychological: Concept of self directed behaviour – Learning principles.

**BLOCK IV: QUALITIES OF GOOD COUNSELLOR, APPROACHES TO COUNSELLING
AND MODEL OF COUNSELLING**

UNIT XII Counsellor

Personal growth and effectiveness – Concerns of self, attitude, values, beliefs, relationships, self-esteem and openness to other – Accepting personal responsibility – Realistic levels of aspiration – Self-actualization – Portrait of a helper and a trainee.

UNIT XIII Approaches to Counselling

Personal models of counselling for teaching - Types of counselling: Client centered – Behavioural – Cognitive – Solution oriented.

UNIT XIV Egan Model of Counselling

Stages: Problem exploration and clarification – Integrative understanding dynamic self understanding – Facilitating action, developing a new perspective.

REFERENCES

1. Dr. Paul Hauck, *Depression*.
2. Eugene Kennedy, *On Becoming A Counsellor*, 1977.
3. Eugene Kennedy, *Crisis Counselling*, 1981.
4. Gerard Egan, *The Skilled Helper*, 1982.
5. Stephen Murugatroyal, *Counselling and Helping*.

Course Code	Title of the Course
34832	QUALITY ISSUES IN EDUCATION

OBJECTIVES OF THE PAPER

- To expound the quality related terminologies.
- To understand the performance indicators and benchmarking in higher education.
- To attain the knowledge about quality assessment and accreditation.
- To realize the concept total quality management in education and
- To acquire the idea of new quality perspectives in higher education.

Possible Outcomes of the course:

- The course will give a clear picture on performance indicators and benchmarking in higher education.
- The course will train the students to promote quality assessment and accreditation.
- The course will make the learners skilled in cultivation of students and total quality in management.

BLOCK I: QUALITY IN HIGHER EDUCATION, PERFORMANCE INDICATORS AND BENCHMARKING IN HIGHER EDUCATION

UNIT I Introduction to Quality Education

Quality in Higher Education: Quality related terminologies: Quality – Quality control – Quality assessment – Quality assurance

UNIT II Needs of Quality Education

Need for quality in higher education – Factors influencing quality – Accountability: Impact of accountability and accreditation on stake-holders and society.

UNIT III Performance Indicators

Performance Indicators in Higher Education: Concept – Types – Uses – Performance Indicators of NAAC

UNIT IV Benchmarking in Higher Education

Meaning
Types
Benefits
Methodologies and procedures.

**BLOCK II: ASSESSMENT AND ACCREDITATION BY NAAC AND TOTAL QUALITY
MANAGEMENT IN EDUCATION**

UNIT V Quality Assessment and Accreditation

Meaning

Types

Accreditation procedure

UNIT VI Accreditation by NAAC

Existing practices – New methodologies and initiatives of NAAC accreditation – Re-accreditation process

UNIT VII National Board of Accreditation (NBA)

Preamble – Need – Advantages – Process of Accreditation – Criteria and weightings.

UNIT VIII Total Quality Management in Education

Definition – Elements – Management plans – Approaches to TQM – TQM Process

**BLOCK III: ACADEMIC AUDIT GLOBAL STANDARDS AND CERTIFICATION FOR
EDUCATIONAL INSTITUTIONS**

UNIT IX Academic Audit

Objectives – Advantages – Limitations – Accreditation and Academic Audit.

UNIT X Quality in Global Perspective

Global standards – Strategies for matching global standards – International practices of accreditation

UNIT XI Certification for Educational Institutions

ISO 9000 Certification for Educational Institutions: Methodology for Implementation of ISO 9000 – Benefits – Limitations – Accreditation Vs ISO 9000 Certification.

***BLOCK IV: QUALITY IN EDUCATION AND STATUTORY BODIES IN
THE FIELD OF EDUCATION***

UNIT XII New Quality Perspectives in Higher Education

Capacity Building Model – Modification of Accreditation System – Industry Academia Partnership for quality education and research.

UNIT XIII Statutory Bodies in the Field of Education

Important functions and contributions of the following: MHRD, UGC, NCERT, NCTE & NIEPA

UNIT XIV Quality in Education

Input –Process –Output Analysis – Concept of Total Quality Management (T Q M) -
Supervision and Inspection –functions – Accreditation and certification.

REFERENCES

1. Armond V. Feigerbaum, *Total Quality Control*, McGraw Hill.
2. Ron Collard, *Total Quality*, Jaico, Delhi.
3. John Bark, *Essence of TQM*, Prentice Hall, Delhi.
4. Willborn& Cheng, *Global Management of Quality Assurance Systems*, McGraw Hill.

Course Code	Title of the Course
34833	VALUE EDUCATION

OBJECTIVES OF THE PAPER

- To orient students about the concepts of Morals, Morality, Values and Value Education.
- To enable students to understand various types of values, the distinction between morals, morality and value judgment and their significance for education.
- To orient students to theories of value and moral development and methods of value inculcation.
- To enable students to organize activities and develop curriculum for developing values and morals.
- To enable students to analyze the issues related to ethics, morals and values.
- To enable students to understand the problems in evaluating attitudes, morals and values.

Possible Outcomes of the course:

- The course will give a clear concepts of Morals, Morality, Values and Value Education
- The course will train the students to promote various types of values, the distinction between morals, morality and value judgment and their significance for education.
- The course will make the learners skilled in ethics, morals and values.

BLOCK I: INTRODUCTION, IMPORTANCE, VARIOUS COMMISSION IN VALUATION AND THEORIES OF VALUES

UNIT I Introduction to Value Education

Definition, meaning, nature and scope of value. Value and value education, positive and normative dichotomy of values, intrinsic and extrinsic values, personal and social values, hierarchy of values.

UNIT II Importance of Value Education

Need and Importance of Value Education,
 Status of value education in the curriculum,
 Need for value education in 21st century

UNIT III Various Committees/Commissions in Value Education

Recommendations of various committees/commissions:

- a) Indian Education Commission (1964-66)
- b) NCF (2005)

UNIT IV Theories of Values and Moral Development

Social, Sanskars, Genetic, Cultural and conscience factors for moral development and value education.

BLOCK II: FOSTERRING VALUES, MEASUREMENT AND APPROACHES OF MORAL DEVELOPMENT

UNIT V Fostering values

Role of parents, Teacher's society, Peer groups religion, Government, Mass media

UNIT VI Measurement of Values and Morals

Evaluation, Assessment, Measurement of Values and Morals – qualitative and quantitative approaches, value judgment, defining issue test.

UNIT VII Moral Development

Moral Development of a Child - Concept of Moral Education & Sources of Values

UNIT VIII Approaches in Moral Development

Moral developmental approach – Jean Piaget- Stages of moral development – Kohlberg

BLOCK III: METHODS AND MODEL OF MORAL EDUCATION

UNIT IX Models of Moral Education

Rationale Building Model, Value Classification Model- Social Action Model

UNIT X Methods

Methods and Strategies of Value and Moral Development, Conventional methods – ethos and sanskar,

UNIT XI Models

Role Model, Imitation, teaching, Sermonizing, Storytelling, Jatak Kathas, Pancha Tantra, Folk stories and Arts, sharing responsibility.

BLOCK IV: APPROACHES AND TYPES, CONCEPT OF MORAL EDUCATION IN VALUE EDUCATION

UNIT XII Approaches and Strategies of Value Education

Approaches and value inclusion, analysis and clarification, Strategies – direct curricula, indirect curricula and personal examples.

UNIT XIII Types of Values

Domains of Values – caring, judging and action. Man, Morals and Morality, Values and Morality, Morals and ethics. The relevance of Morals and values in Education.

UNIT XIV Concept of Moral Education in Value Education

Meaning and Concept of Moral Education and Value Education – Their philosophical, psychological and sociological bases. The aims of life, values, morals and education.

REFERENCES

1. Allport, G. W. Vernon, P. E., & Lindzey G. (1960) Manual of Study of Values
Boston: Houghton Mifflin.
2. Chitkara, M. G. (2003), Education and Human Values, APH Publishing Corporation,
New Delhi – 110002.
1. Gawadne, E. N. (2002) Value Oriented Education Vision for Better Living: Sarup & Sons, New
Delhi – 110002.
4. Mujeeb, M. (1971) Education and Traditional Values Delhi, (Meenakshi Prakashan).
5. Mukerjee, R. K. (1964) The dimensions of Values: Allen and Unwin.
6. Pepper, S. C. (1970) The sources of values: London; University of California Press.

Course Code	Title of the Course
34834	COMPARATIVE EDUCATION

OBJECTIVES OF THE PAPER

- To help the students to understand comparative education as an emerging multi education as discipline (with its scope and major concepts) of education.
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.

Possible Outcomes of the course:

- The course will give a clear picture on distribution, availability and utilization of various kinds of approaches of comparative education.
- The course will train the students to promote comparative education as an emerging multi education as discipline (with its scope and major concepts) of education
- The course will make the learners skilled to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.

BLOCK I: COMPARATIVE, SCOPE, STRUCTURE OF EDUCATION SYSTEM AND GLOBALIZATION

UNIT I Comparative Education

Meaning and scope of Comparative Education- Importance of the study of Educational Systems in a comparative perspective - Education for Economic Development

UNIT II Scope of Comparative Education

Meaning in terms of looking at it as a new discipline. - Scope and major concepts of comparative education. -Methods - Democracy and Nationalism - Area Study

UNIT III Structure of the System

Structure and distinctive features of the Systems of Education of Education in the following Countries: (a) U.K.,(b) U. S .A.,(c) China, and (d) India

UNIT IV Globalization

Educational for Global consciousness and development,- Education for Environmental of Protection - Role of UN and SAARC - Education Programmes of UNESCO.

***BLOCK II: EQUALIZATION OF EDUCATIONAL OPPORTUNITY, COMPARATIVE
EDUCATION AND MORDEN TRENDS IN WORLD EDUCATION***

UNIT V Problems of Illiteracy

Poverty and population Explosion - Problems of Illiteracy - Equalization of Educational Opportunities

UNIT VI Educational Development

Education for Socio - Cultural Development - Factors determining the Educational Systems of a Country

UNIT VII Comparative Education

Factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural. - Factors related to – Cross disciplinary approach used in comparative education.

UNIT VIII Modern Trends in World Education

National and Global - Role of UNO in improving educational opportunities among the member countries, -various official organs of the UNO and their educational activities.

***BLOCK III: COMPARATIVE STUDY, HIGHER EDUCATION STATUS AND PROBLEMS OF
EDUCATION***

UNIT IX Comparative Study

A comparative study of the educational systems of countries with special reference to: Primary Education -USA, UK, Russia, India, Secondary Education - USA, UK, Russia, India.

UNIT X Higher Education Status

Comparative Study: Higher Education - USA, UK, Russia, India. Teacher Education - USA, UK, Russia, India.

UNIT XI Problems of Education

Problems prevailing in developing countries with special reference to India, their causes and solution through education, Poverty

***BLOCK IV: PROBLEMS OF EDUCATION, PREVENTION AND EDUCATIONAL
IMPROVEMENT***

UNIT XII Reason for illiteracy

Problems of Education: Unemployment, Population explosion, Gender Sensitization, Political instability.

UNIT XIII Prevention

Prevalent problems in Developing countries and intervention of education – Issues and concerns. - Major problems and educational interventions with special reference to India. - Environmental Degradation and sustainable development. - Universalization of elementary education.

UNIT XIV Educational Improvement

Role of U.N.O. in improving educational opportunities among member countries. - Official organs of U.N.O. and their educational activities in India.

REFERENCES

1. Mishra, N *Poverty in South Asia*, Delhi, Authors Press Publishers, 2001.
2. Andreas, M.K. *Tradition and Change in Education: A Comparative Study*, London, Prentice Hall, Inc. 1965.
3. Bereday, G.Z.F. *Comparative Methods in Education*, New York, Oxford, 1967.
4. Cramer, J.F.& Browne, G.S. *Contemporary Education: A comprehensive study of National systems*, New York, Brace and World, Inc. 1965.
5. Devi, S. F. *Systems of Education*, New Delhi, Mittal Publication, 2002.
6. De Silva & Peirie *The University of Sri Lanka* Macmillan India Ltd, New Delhi, 2008.
7. Batten T.R. : Education and Country Development, Inst. of Rural Life, 1959.
8. Bantock, G.H. : Freedom and authority Fabru, 1952
9. Bertand Russel : Education and the social order London, George Allen and Unwin Ltd. 1947
10. Garitea Hayes : The Historical Evolution of Modern Nationalism New York, Mac. Millan 1948

FOURTH SEMESTER

Course Code	Title of the Course
34841	SPECIAL EDUCATION

OBJECTIVES OF THE PAPER

- Know and understand the concept and principles of special education and its scope in India.
- Understand the reasons for and suggestions of recent commissions of education about special education as important and essential for realizing the objective of Universalization of Education.
- Grasp the meanings, specific needs and characteristics, and modalities of identifying various types of special/exceptional learners.
- Know and understand the various educational intervention programmes and academic provisions for meeting the exceptional needs of special children separately as also in regular classrooms.

Possible Outcomes of the course:

- The course will give a clear picture on various kinds of disabilities and its types.
- The course will train the students to promote the importance of special education and full fill the needs of special children in the inclusive class room.
- The course will make the learners skilled in handling the various kinds of assistive devices in the process of teaching learning.

BLOCK I: SPECIAL CHILDREN, SPECIAL EDUCATION AND EDUCATIONAL INTERVENTIONS

UNIT I Special Children

Nature, needs and types of special children (children with exceptional abilities – creative and gifted; with deficiency and handicaps – mentally retarded, sensory and physically disabled; with learning disability)

UNIT II Learning Disabled

Slow learners, under achievers, and other types of learning disabled; with social and emotional problems – truant, delinquents, drug addicts etc.). - Characteristics, problems and special educational needs of each type of special children.

UNIT III Special Education

Objectives, Principles and Scope of Special Education in India.

Problems and issues of Special Education in India.
Historical perspective of Special Education in India.

UNIT IV Educational Interventions

Meaning and type of Educational Interventions
Educational programmes and their trends
Concepts of mainstreaming
Segregated,
Integrated to inclusive.
Administration of special education.

BLOCK II: SPECIAL EDUCATION IN INDIA, WELFARE UNITS, REASONS FOR DISABILITY AND TEACHING AND LEARNING

UNIT V Special Education in India

Constitutional provisions for Special Education
Government policies for Special Education
Legislations for Special Education
Recommendations of various committees and commissions
NPE (1986)
POA (1992)

UNIT VI Welfare Units

PWD (Person's with Disability) Act (1995).
National Institutions of Special Education.
Role of Rehabilitation Council of India.

UNIT VII Reasons for Disability

Visually impaired, low vision, hearing impaired, mentally retarded, orthopedically impaired, learning disabled children – Etiology and its characteristics with reference to the various disabilities and their prevention methods.

UNIT VIII Psychology of Teaching and Learning

Psychology of Teaching and Learning in relation to the disabled learner
Curriculum for disabled learners
Pedagogy for disabled learners
Evaluation methods for disabled learners
Placement for disabled learners

BLOCK III: SPECIAL CHILDREN WITH PHYSICAL, SOCIAL MULTIPLE

DISABILITIES

UNIT IX Special children with Physical disabilities

Basis classification, characteristics and etiology of various types of disabilities and differences between them; Educational needs and problems of each type of disabilities. Physically disabled – visually handicapped Audio handicapped (speech and Hearing disabled) orthopedically handicapped

UNIT X Socially Deprive

Socially deprived meaning, types,

Emotionally disturbed children: Meaning and Types

Dyslexic Delicate Children

Etiology

UNIT XI Multiple Disabilities (Associate disabilities)

Meaning of Multiple Disabilities

Concept of Multiple Disabilities

Types of Multiple Disabilities

Causes of Multiple Disabilities

Educational implications for Multiple Disabilities

BLOCK IV: SPECIAL CHILDREN WITH EXCEPTIONAL, GIFTED AND PROBLEMATIC CHILDREN

UNIT XII Special children with Exceptional Abilities

Types – Gifted and Creative; Meaning, characteristics, problems and identification of each type. - Principles of creativity and its levels. - Measurement of creativity and fostering activities and programmes for creativity.

UNIT XIII Education of the Gifted and the Creative Children

Need and scope - Psychology of teaching and learning in respect to the gifted and the creative. -Curriculum, pedagogy, evaluation and placement in respect to the gifted and the creative.

UNIT XIV Problematic Children

Concept and meaning of Truants, - Delinquents, - drug addicts and other types of problem children, - their characteristics, - problems and etiology; - Preventive measures and educational programmes; - placement of delinquents, - drug addicts and other types.

REFERENCES

1. Burt, Cyril, (1950). The Backward Child, University of London Press
2. Charles, W. Telford and James, M. Saurey – (1772) The exceptional Individual, Prentice Hall, New Jersey.

3. De Haan, R. & Kauffman, J.M.(1978) Exceptional Children- Introduction to special Education, New Jersey, Prentice-Hall-Inc.
4. Wadia, A.R. (Ed.). The Handicapped Child. Tale Institute of Social Sciences. Bombay.
5. Kuppaswamy, B. (1976) A text book of child Behaviour & Development, New Delhi, Vikas publishing House.
6. Telford, C.W. & Sawrey, J.M. (1972). The exceptional Individual, New Jersey, Practice Hall Inc.
7. Robinson, H.B. & Robinson N.M. (1965). The Mentally Retarded Child, A Psychological Approach, New York, McGraw Hill, Co.
8. Dunn, L.M. (Ed.) (1973). Exceptional Children in the schools, New York, Holt, Rinehart Winston.

Course Code	Title of the Course
34842	TEACHER EDUCATION

OBJECTIVES OF THE PAPER

- The concepts of teaching competency, teacher competence, teaching skills, teacher performance and teacher effectiveness and distinctions between them.
- The essential competencies required in a teacher for effective transaction of the teaching – learning process and develop professional ethics.
- The trends and innovations in teacher education.
- The various teaching and training techniques and know about teaching models and the concepts and processes related to them.
- The trends and problems of researches in the area of teacher education and take inspiration to undertake researches in this area.

Possible Outcomes of the course:

- The course will give a clear picture on the importance of teacher education in the society.
- The course will train the students to promote for effective transaction of the teaching – learning process and develop professional ethics.
- The course will make the learners skilled in area of teacher education and take inspiration to undertake researches in this area.

BLOCK I: DEVELOPMENT OF TEACHER EDUCATION, CURRENT STATUS AND TECHNIQUES FOR HIGHER EDUCATION

UNIT I Teacher Education

Basic Concepts, aim, need for training, need for education of teacher and scope of Teacher Education, Teacher Education in a changing society: A brief industrial perspective of the teacher education in Indian context, basic features of teacher education in India.

UNIT II Development of Teacher Education

Development of teacher education in India from ancient period, medieval period, Buddhist period, Mogul period, British period to Post-Independence period. Needs of the learners, educational system and the teacher education Programme.

UNIT III Current Status of Teacher Education

The current Teacher Education system in India: analytical study and critical appraisal of the recommendations of various commissions and committees of the post independence era for teacher education.

UNIT IV Techniques for higher learning

Conference technique, seminar technique, symposium technique, workshop technique, Panel discussion technique, group discussion technique advantages and disadvantages of the techniques.

BLOCK II: STRUCTURE, NORMS, GUIDELINES AND AGENCIES OF TEACHER EDUCATION PROGRAMMES

UNIT V Structure of Teacher Education

Aims, objectives and Teacher Education curriculum at different levels of education viz. Pre-primary, Primary, Secondary and Higher level. Salient features – relevance flexibility integration and interdisciplinary.

UNIT VI Norms and Guidelines

Norms and guidelines for teacher education at different stages. - Appraisal of current curricula and reforms proposed by N.C.T.E. and N.C.E.R.T. for different levels. -Levels and types of teacher education courses.

UNIT VII Teacher Education Programmes

In-Service training programme, Pre-Service training programme, Distance Education programmes, orientation and Refresher courses, advantages their problems and limitations.

UNIT VIII Agencies of Teacher Education

Roles and scope of teacher education agencies.

International level – U.N.E.S.C.O.,

National level - U.G.C., N.C.E.R.T., I.A.S.E., C.A.S.E,

State level -- S.C.E.R.T., D.I.E.T.

BLOCK III: CURRENT PROBLEMS OF TEACHER EDUCATION TEACHING MODELS AND TEACHING PROFESSION

UNIT IX Current Problems in Teacher Education

Current problems of Teacher Education Institutions: Teacher Education and problems of practicing schools. - Community and other institutions - Preparation of teachers for special schools - Teacher's curricula and its implementation.

UNIT X Teaching and Teaching Models

Nature, definition, characteristic, fundamental elements of teaching , and principles of teaching. Model of Teaching – concept attainment model, inquiry model, social interaction model, Taba model, creative teaching model, information process model and instructive thinking models.

UNIT XI Teaching as a Profession

Roles, responsibilities and accountability of teachers, Professional organization of teachers at various levels of education, Performance appraisal of teachers – issues and problems, Preparation of professional and personal teaching profession in future.

BLOCK IV: TRACHER EFFECTIVENESS, ORGANIZATIONAL BEHAVIOUR AND RECENT RESEARCH IN TEACHER EDUCATION

UNIT XII Teacher Effectiveness

Concept of teacher effectiveness, evaluation of teacher effectiveness, procedures for evaluation, tools for evaluating the teacher effectiveness and evaluation related problems in the context of each - Qualities of a good teacher – cognitive, affective and Psychomotor.

UNIT XIII Organizational behaviour

Introduction to organizational behavior

Meaning and objectives of organizational behaviour,

School as a social system

Interpersonal interaction

Communication in the organization

UNIT XIV Recent Research in the area of Teacher Education

Research in India,

Research on teacher behaviour,

Personal variables,

Content variables,

Strategies variable and situational variables.

REFERENCES

1. Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.
2. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi.
3. Adoval, S.B.-Quality of Teachers, Amitabh Prakashan, Allahabad.
4. Biddle, B.J.-Encyclopedia of Teaching
5. Biddle B.J. and Ellene W.J. (Ed.) -Contemporary Research on Teacher Effectiveness, Holt, Rinehart & Wilson, NewYork.

Course Code	Title of the Course
34843	ICT IN EDUCATION

COURSES OBJECTIVES

- To understand the basic concepts of computer in ICT.
- To understand the components & types of Educational Technology.
- To comprehend the concept, principles, phases, levels & models of Teaching.
- To appreciate the multimedia approach in ICT.
- To realize the applications of modern technologies in Education.
- To understand the education applications of networking and internet tools like Search Engines, Blogs, & Social Networks.

Possible Outcomes of the course:

- The course will give a clear picture on concept, principles, phases, levels & models of Teaching.
- The course will train the students to the education applications of networking and internet tools like Search Engines, Blogs, & Social Networks.
- The course will make the learners skilled in applications of modern technologies in Education.

BLOCK I: MORDEN, TRENDS, RESOURCE CENTERS, EDUCATIONAL COMMUNICATION TECHNOLOGY

UNIT I Modern Technologies in Education

Computer: Basic concept & types of computer; Components of computer, Operating System, Application of Computer in the field of Education & Evaluation. Computer Assisted Instruction. Concept and uses of M.S. word, M.S. excel and Power point.

UNIT II Trends in Educational Technology

Video Tape,
Radio Vision,
Tele-Conferencing,
ETV, CCTV, INSAT, EDUSAT, etc.,

UNIT III Resource centers for Educational Technology

CIET
UGC
IGNOU
NOS
State ET Cells etc.,

UNIT IV Information and Communication Technology

Meaning and Concept of ICT, Difference between ICT and ET

The Information Processing Cycle: Modes and Barriers

Effective Classroom Communication

Application of ICT in Classroom Instruction

BLOCK II: ICT IN LEARNING PROCESS, PROGRAMMED INSTRUCTION CONCEPT OF PEDAGOGY AND LEVELS OF TEACHING

UNIT V ICT in Learning Process

Concept, Components and Steps Systems Approach to Instruction, Use of ICT in School Management. Rationale and Framework of ICT in Teacher Education: ICT Competencies in Teachers Instructional Design.

UNIT VI Programmed Instruction

Basic concepts of Programmed Instruction.

Origin and types of programming.

Linear programming

Branching programming

Development of the Programmed Instruction Material.

UNIT VII Teaching Technology

Concepts of Pedagogy and Andragogy

Principles and Techniques of Andragogy

Simulated Teaching

Preparing the modules.

UNIT VIII Theories and Models of Teaching

Levels of Teaching: Memory, Understanding and Reflective Levels of Teaching. Models of Teaching: Advance Organizer and Jurisprudential Model. Presage, Process and Product. Use of Animation Films for the Development of Children's Imagination.

BLOCK III: APPLICATION OF INFORMATION COMMUNICATION TECHNOLOGY IN EDUCATION

UNIT IX Information and Communication Technologies in Education

ICT in Education - Importance, Advantages and Limitations Information and Communication Technologies in Teaching- Learning: Teaching Learning Contexts and the Need for ICT Devices and their Applications. Use of Internet and WWW in Teaching and Learning. Application of Information and Communication Technologies in Classroom, School Management and for Professional Development of Teachers.

UNIT X ICT for teaching learning

Appreciate the potential of ICT in Education, specifically in teaching and learning. Releasing the importance of learner analysis and classroom analysis. Analyzing curriculum to

identify areas for ICT infusion. Determining the ICT resources for teaching-learning.

UNIT XI Internet

Concept and types of network.

Internet and internet tools.

Introduction to Search Engines (Google, Yahoo, Bing, etc.) and Email.

Blogging and its use in teaching.

BLOCK IV: SOCIAL NETWORKS, E-LEARNING AND DIGITAL STORY TELLING

UNIT XII Social Networks

Facebook

Whatsapp

Twitter,

Skype, etc.,

Mobile learning.

Their Educational Uses.

UNIT XIII E-Learning

Concept of e-learning, its trends, attributes and opportunities.

Management and implementation of e-learning.

E-Book and E-Magazine, Electronic Journals and E-Readers, E-Coaching, E-Tutorial and E-Moderation.

The E-Journals in the field of Educational Technology

Ethical Issues in Educational Technology.

UNIT XIV Digital storytelling

Combining text, graphic and audio visuals to create a communication. Developing a story and scripting by combining multiple digital media. Developing digital stories for communication in classrooms. Evaluating digital stories. Exploring possibilities for inclusive using digital story telling.

REFERENCE

1. Adam, D.M.(1985). Computers and Teacher Training; A Practical Guide. New York: The Haworth Press Inc.
2. Behera, S.C.(1991). Educational Television Programmes. New Delhi: Deep and Deep Publications.
3. Das, R.C.(1993)Educational Technology; A basic Text. New Delhi: Sterling Publishers Private Limited.
4. Kumar, N. & Chandiram, J.(1967). Educational Television in India. New Delhi: Arya Book Depot Patel, I.J. et al. Handbook of Programmed Learning, CASE Baroda.
5. Ray, P.K.S (2006). Technology of Instructional Design, Part I. Delhi: Dominant Publishers and Distributers.
6. Ray, P.K.S (2012). Technology of Instructional Design, Part II. Delhi: Dominant Publishers and Distributers.

Course Code	Title of the Course
34844	PROJECT WORK / DISSERTATION

PROJECT WORK

- After the Completion of First Year, students are eligible to commence the Project work under the supervision of the qualified guide. The Candidates are permitted to submit the Project work on completing 18 months of the course but not later than five years after the commence of the course
- The Guide / Supervisor of the Project work shall be an approved guide of Alagappa University, Karaikudi or a person with an M.Phil Degree working with three years teaching experience in any Government or Government Aided College of Education or Department of Education or DIET or a person working in Government or Government Aided College of Education or Department of Education or DIET with Ph.D. (Education) qualification.
- The students shall submit the consent letter from the guide in the prescribed format before the commencement of the project work.
- The Project Report shall not exceed 150 Pages and be not less than 50 Pages
- The Project Report should be certified by the Approved Guide with Self Declaration of the Candidate for assuring the Quality and Originality of the work.
- There is an internal Viva-Voce examination for the Project Report submitted.

➤ **The Split up of marks for the project will be :**

1. Innovativeness	-	25 Marks
2. Methodology and Analysis	-	25 Marks
3. Reporting and Presentation	-	25 Marks
4. Viva – Voce examination	-	25 Marks

TOTAL - 100 Marks

Duration of the Programme:

The programme for the degree of Master of education shall consist of two academic years divided in to four semesters. Each semester consists Three Theory Papers and One project work / dissertation. Theory course and Practical course carry 4 credits each. Each semester consists of 16 credits and the programme consists of 64 credits in total.

Faculty and Support Staff Requirements:

PG - Non-Science Programmes

Staff Category	Required
Core Faculty	3
Faculty - Specialization	2
Clerical Assistant	1

Instructional Delivery Mechanisms:

The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for both theory and practical courses of the programme, e-content of the study materials in the form of CD, MOOC courses and virtual laboratory wherever applicable.

Identification of Media:

The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material in addition to MOOC and virtual laboratory courses.

Student Support Services:

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issuance of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for both theory and practical courses will be held at the head quarter only. The conduct of end semester examinations, evaluation and issuance of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

Procedure for Admission, curriculum transaction and evaluation:

1. Procedure for Admission:

A candidate who has passed the any degree (10 + 2+ 3 system) examination of the University or an Examination of any other University accepted by the Syndicate as equivalent thereto shall be eligible to appear and qualify for the M. A Degree in education of this University after a course of study of two academic years.

2. Curriculum Transactions:

The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion.

The face to face contact sessions will be conducted in following durations;

Course Type	Face to Face Contact Session per Semester (in Hours)
Theory Courses (4 courses with 4 credits each)	64
Total	64

3. Evaluation:

The examinations shall be conducted separately for theory and practical's to assess the knowledge acquired during the study. There shall be two systems of examinations viz., internal and external examinations. In the case of theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment via. Student assignments preparation and seminar, etc. The internal assessment shall comprise of maximum 25 marks for each course. The end semester examination shall be of three hours duration to each course at the end of each semester. In the case of Practical courses, the internal will be done through continuous assessment of skill in demonstrating the experiments and record or report preparation. The external evaluation consists of an end semester practical examinations which comprise of 75 marks for each course.

3.1. Question Paper Pattern:

Answer all questions (one question from each unit with internal choices) Time: 3 Hours

Max. Marks: 75

Part A- 10 x 2 Marks = 20 Marks

Part B -5 x 5 Marks = 25 Marks

Part C- 3 x 10 Marks = 30 Marks

3.2. *Distribution of Marks in Continuous Internal Assessments:*

The following procedure shall be followed for awarding internal marks for theory courses

Component	Marks
Student's Assignments	25
Total	25

3.3. *Passing Minimum:*

- For internal Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (25) prescribed for UG and PG Courses.
- For External Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (75) prescribed for UG and PG Courses.
- In the aggregate (External + Internal), the passing minimum shall be 40% for UG and 50% for PG courses.

f. 3.4. *Marks and Grades:*

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester

G_i = Grade Point obtained for course i in any semester.

n refers to the semester in which such courses were credited

For a semester;

$$\text{Grade Point Average [GPA]} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Grade Point Average = Sum of the multiplication of grade points by the credits of the courses

Sum of the credits of the courses in a semester

For the entire programme;

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

CGPA = Sum of the multiplication of grade points by the credits of the entire programme

Sum of the credits of the courses for the entire programme.

CGPA	Grad	Classification of Final Result
9.5-10.0	O+	First Class- Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

4. Maximum duration for the completion of the course:

The maximum duration for completion of M.A. Education programme shall not exceed ten semesters from their fourth semester.

5. Commencement of this Regulation:

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

5. Fee Structure:

The programme has the following Fee Structure:

Sl. No.	Fees Detail	Amount in Rs.	
		First Year	Second Year
1	Admission Processing Fees	300.00	-
2	Course Fees	7700.00	7700.00
5	ICT Fees	150.00	150.00
	TOTAL	8,150.00	7,850.00

The above mentioned fee structure is exclusive of Exam fees.

g. Requirement of the Library Resources:

A well-equipped library exclusive for Distance Education Programme was established at the faculty of education Block, Alagappa University, Karaikudi with all the necessary classrooms for conducting face to face contact sessions. Directorate of Distance Education, Alagappa University, Karaikudi housing an exclusive Library facility with adequate number of copies of books in relevant titles for M. A. Education programme. The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

h. Cost estimate of the programme and the provisions:

The cost estimate of the programme and provisions for the fund to meet out the expenditure to be incurred in connection with M.A., Education Programme as follows

Sl. No.	Expenditure Heads	Approx. Amount in Rs.
1	Programme Development	10,00,000.00
2	Programme Delivery	20,00,000.00
3	Programme Maintenance	3,00,000.00

i. Quality assurance mechanism and expected programme outcomes:

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Apart from the end semester examination-based

review feedback from the alumni, students, parents and employers will be received and analyzed for the further improvement of the quality of the M. A. Education Programme.

Directorate of Distance Education

Alagappa University, Karaikudi


Minutes of the Meeting of the Board of Studies in Education for B.Ed, M.A.(Child Care & Education), M.A.(Education) Programmes (ODI Mode) held at the Directorate of Distance Education, Alagappa University, Karaikudi – 630 003, on 04.09.2017 at 10.00 am.

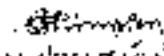
Members Present

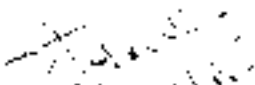
1. Dr. P.Sivakumar - Chairman
2. Dr. E.Ramganesh - Member
3. Dr. G.Kalayarasan - Member
4. Dr. A.Balu - Member

The revised curriculum for B.Ed, M.A (Child Care & Education), M.A (Education) programmes was scrutinized and discussed in the meeting. The board has resolved the following:

1. The necessary suggestions offered by the members be carried out in the B.Ed, M.A (Child Care & Education), M.A (Education) curriculum.
2. The curriculum of B.Ed, M.A (Child Care & Education), M.A (Education) be approved.
3. The Approved Syllabi be provided in the Annexure.


(A. BALU)


(G.KALAYARASAN)


(E.RAMGANESH)


(P.SIVAKUMAR)